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ABSTRACT

Three Bureau of Indian Affairs off-reservation boarding schools (Phoenix Indian School in Phoenix, Arizona; Theodore Roosevelt School in Fort Apache, Arizona; and Chemawa Indian School in Salem, Oregon) are the subjects for this report, which is a part of the National Study of American Indian Education. Brief descriptions of the physical plant, staff, dormitory life, curriculum, student body, extracurricular activities, community, administration and finance, and future plans of the school are included. (LS)

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The National Study of American Indian Education

Project OEC-0-8-080147-2805

Final Report

Community Background Reports

THREE BOARDING SCHOOLS

Series I

No. 15 A. PHOENIX INDIAN SCHOOL
Phoenix, Arizona

Ralph E. Wesemann
John H. Chilcott

January, 1970

No. 15 B. THEODORE ROOSEVELT SCHOOL
Fort Apache, Arizona

Estelle Fuchs

June, 1970

No. 15 C. CHEMAWA INDIAN SCHOOL
Salem, Oregon

John Connelly
Ray Barnhardt

January, 1970

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NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

The attached paper is one of a number which make up the Final Report of the National Study of American Indian Education.

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The Final Report consists of five Series of Papers:

I. Community Backgrounds of Education in the Communities Which Have Been Studied.

II. The Education of Indians in Urban Centers.

III. Assorted Papers on Indian Education--mainly technical papers of a research nature.

IV. The Education of American Indians--Substantive Papers.

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The National Study of American Indian Education

Project OEC-0-8-08147-2805 Final Report

Community Background Reports

Series I

No.15 A

P H O E N I X I N D I A N S C H O O L

Ralph E. Wesemann
John H. Chilcott

PHOENIX INDIAN SCHOOL

Introduction

Phoenix Indian School is located in the north central area of the city of Phoenix, Arizona. Except for retail business establishments along the main streets, most of the buildings in the immediate community are residential. No heavy manufacturing plants or slum dwellings are located within the immediate area of the school.

The school was originally designed to meet the educational needs of Indian children from tribes in the Southwest. Established in 1891, with an initial enrollment of 41 boys, it now has an enrollment of almost one thousand students; staffed by 154 employees (32 percent of whom are Indian), including over 50 teachers, numerous dormitory advisers and matrons, cooks, dining room helpers, clerks and maintenance personnel.

The student body, which is composed of about an equal number of boys and girls, represents 20 different tribal groups that come from 13 different reservations. A majority of the students are from the Hopi, Papago, Navajo, Pima, San Carlos Apache and Colorado River reservations. Some of the lesser known tribes represented are the Yavapai, Hualapai, Cocopah, Havasupai, Crow, Hoopa and Mission. Almost all enrollees are of full Indian ancestry.

From its inception Phoenix Indian School enrolled students on an elementary level. It instituted a high school curriculum in 1945 along with the elementary program and since 1960, the Phoenix Indian high school has been fully accredited by the North Central Association of Secondary Schools.

History

In 1891 the land, approximately 102 acres where the school is now located, was purchased for the purpose of establishing an industrial training school for Indians. The site at that time was in an isolated area since the city of Phoenix had not yet expanded far in that direction. A building was erected soon afterward and in September 1891 the school was opened with an enrollment of 41 students. Since the building was small only male students were enrolled.

By 1892 a store room, office, laundry, stable shed and out-buildings were constructed. The same year an appropriation of $20,000 was granted to operate the school with 15 general employees and one teacher. In 1893 the school first admitted girls with an enrollment of 76 boys and 61 girls. In 1903 a suitable dining hall and dormitory facilities were constructed in keeping with the needs at that time.

During the early years of the school much stress was placed on education of students for better homes, better food, clothing, etc. Vegetable and fruit products from a school farm, dairy products from cows kept on the campus, and poultry products aided much in meeting food expenses for the school and also provided work experience for the students.

School enrollment gradually increased over the years to 730 students in 1907 with 30 tribes represented. Enrollment at this time included students from the primary to the eighth grade. From this time to the present, additional buildings were added and some razed to meet the needs of a changing curriculum and an increasing number of personnel.

In August, 1947, the complexion of the school changed in that the curriculum was modified to meet the needs of non-English speaking Navajos for a special program in addition to the regular program. During the 1947-48 school year, 167 students were enrolled in the special program while 400 regular students were enrolled from grades 1 to 12. There were 127 boys enrolled, the largest number since 1941. The special Navajo group were to complete an accelerated course in five years which would give them the equivalent of an eighth grade education in addition to learning a trade or semi-skilled vocation. The following year 667 students were enrolled with 264 Navajos in the special program and 403 students in the regular program. Enrollment increased in like proportions for both special and regular groups until a total enrollment of one thousand students was reached by 1961.

By 1961 the objectives of the special Navajo program had been met, and at that time the special program was discontinued. The present distribution of students from the various reservations is as follows: Navajo, Papago and Hopi each 20 percent; Apache 14 percent; Pima 7 percent; Hualapai 3 percent; and other tribes 16 percent. The age span of students presently enrolled ranges from 12 through 21 years. Fifty five percent of the students show a grade level retardation of two years according to the California Achievement Test.

Physical Plant

The present physical structure of the plant involves an administrative building, 26 classrooms, 11 home economics slassrooms, shop and trade facilities, gymnasium, dining hall, auditorium, eight dormitories, maintenance buildings and a clinic which is operated by public health personnel. The library, classrooms, and administrative buildings are relatively new, having been built in 1966. These buildings are located in an "L" complex with close access to each other. This complex is of concrete block construction painted off-white with yellow trim, blending nicely with the landscape of a grass-covered campus dotted with appropriately spaced orange, olive and palm trees.

Library. The library is located in the materials center and contains Indian culture material as well as special material developed locally for bi-lingual speaking students.

Classrooms. All classrooms have approximately 972 square feet of floor space with ample window space and overhead lights for effective lighting. All classrooms are equipped with central heating and refrigerated air-conditioning. Students' desks, tables and other standard classroom equipment are

relatively new and are in keeping with modern educational needs of instruction. Ample storage facilities are provided for visual aids, textbooks and other educational media. Most of the visual aid equipment is located in an audio visual center easily accessible to all teachers, and is checked out to instructors as needed and desired.

Dining Facilities. The dining hall, a brick structure with outside plaster, was originally built in 1901 and remodeled in 1928. The interior has plastered walls and high ceilings. Air conditioning from a stream of air forced through a moistened filter is still used in this building. The dining hall is centrally located and is one of the two remaining older buildings on the campus. The other building is the auditorium. The dining hall is well maintained and has ample modern equipment for present needs of serving 775 students at one time. A bakery room in the rear of the building is now being used for a store room since bread and other bakery items are now purchased from vendors on bids.

Auditorium. The auditorium built in 1922 has been kept in good condition by good maintenance practices but fails to meet the needs of modern educational practices. It provides a seating capacity of 900 to 1000 students. The stage is small and seats on the main floor are of the folding chair type. Balcony seats accommodating about 350 students are constructed of individual wooden benches.

Gymnasium. The gymnasium is a quonset type building and like the auditorium is not meeting the needs demanded by the present high school activities.

Dormitories. The school is now operating with eight dormitories, each with a capacity of 128 students. Six of the dormitories are of recent construction while three are older buildings which will be replaced according to the maintenance and building schedule. Four of the latest dormitories were built in 1963 and two were built in 1965. A new dormitory, Montezuma Hall, presently under construction will replace Cochise dormitory at the start of the 1969-70 school year. Then one dormitory, Wassaja Hall, which is of quonset-type construction, will be the only old dormitory remaining.

Teachers' Rooms. One main teachers' room is located in the materials center and is used by the home economics and academic instructors. This room is approximately 16 by 30 feet and has two rest rooms along with comfortable furniture and storage space. The room is ample for group meetings if the need arises.

Play Areas. Play areas such as basketball courts and tennis courts are near all dormitories. In addition, outside basketball courts are located near the gymnasium which is centrally located. Eleven outside basketball courts are available. Seven of these are of cement construction and four are of asphalt paving. A regulation football field is located on the north side of the campus.

Housing for Teachers. No housing at present is afforded teachers since there is no need for them to live on the campus. In years past, before effective dormitory programs were adopted, many teachers lived on the campus. Today, however, there is no scheduled need for the service of teachers beyond that expected in the classrooms and extra curricular activities.

Student Transportation

Students are transported to school in most cases by commercial buses at the start of the school year and transported home at the termination of the school term. The transportation expense is provided for by funds set up in the annual budget for operating the school. Some students are brought to the school by their parents who live on reservations close to the school.

Staff

Indian employees constitute 32 percent of the school personnel or approximately 49 out of a total of 154 employees. Of this number 37 percent are in the 41-50 year age bracket and 30 percent are in the 31-40 year age range. Only 4 percent are under 25 years of age. Also, 4 percent are in the 61-65 age range with none in the 67-69 age bracket. In the non-Indian group three employees are listed in the 67-69 age range. (Table 1) Male employees outnumber female employees in both the Indian and non-Indian groups. (Table 2)

Table 1

Age Distribution of Employees

Age	21-25	26-30	31-40	41-50	51-60	61-65	67-69	Total
Indian	2	7	14	18	6	2	0	49
Non-Ind.	6	4	16	33	29	14	3	105
Total	8	11	30	51	35	16	3	154

Table 2

Sex Distribution of Employees

Classification	Male	Female	Total
Indian	27	22	49
Non-Indian	56	49	105
Total	83	71	154

Dormitory Life

The dormitories are one-storey structures with practically full basements. Construction is of concrete block with tile on concrete floors. The dormitories are attractively spaced and face the outer areas of the campus. The buildings are painted off-white with a yellow trim and blend in nicely with the surrounding landscape of lawns dotted with orange, olive and palm trees. Each dormitory room provides quarters for four students, having four bunk beds. The furniture such as beds, dressers, chairs, study tables, lamps, etc., are in good condition since they were purchased new at the time of construction.

Each dormitory has an activity room in addition to the living room which is approximately 59 by 28 feet in dimension. Other facilities include an administrator's office, a counselor's office, matrons' quarters and two isolation rooms for health purposes. Each bedroom contains a space of 180 square feet. Two combination bath and shower rooms are located in each dormitory, one in each wing.

Located in the basement of each dormitory is a recreation room, mechanical room for heating and cooling, two rest rooms, a storage room and a hobby room.

Each dormitory is staffed with a teacher counselor, supervisor of instructional aides, three instructional aides, one teacher aide, and a night attendant. The night attendant, whose assistance is available to all of the dormitories, is on duty during the evening hours. Students are afforded a daily study period in the dormitories with guidance and assistance from dormitory personnel. Students come from many reservations and there is no preponderance of any tribe in the dormitories. Students in the dormitories come from a number of states, including: Arizona, New Mexico, Utah, Nevada, California, Oregon and Montana. All of the students are bi-lingual and English is a second language. Most all religious affiliations are represented. Space and time is provided for religious instruction by outside religious personnel during free time on Sundays.

Administration and Finance

The school is operated by the Bureau of Indian Affairs on annual appropriated funds. Close coopèration is maintained with the Arizona State Education Department in methods of instruction and course content in keeping with the objectives and educational requirements of the state of Arizona. The school does not receive free text books or any other educational aids or equipment but secures these from allotments in the annual budget.

No Johnson-O'Malley funds are received by the school because there is no tie with the operations of tax supported schools in Arizona. Enrollment is limited to students for whom: (1) a public or federal day school is not available; (2) special vocational or preparatory courses are not available to students locally; and (3) scholastic retardation is more than three years.

Curriculum

Curriculum materials used are those adopted by the state of Arizona for public schools and high schools. In addition to the state adopted materials, some local subject matter is used to meet the special needs of Indian children.

Three levels of course content are adhered to consisting of an academic high school curriculum for the more advanced 20 percent of the student body, an elementary curriculum for the lower 20 percent, and a diversified pre-vocational orientated program for the remainder. The student is provided an opportunity to move from one level to another and participate in certain common courses, especially in the social studies area. Every student is required to take four years of English, four of social studies, two of mathematics, two of science, two of physical education and two of home economics or practical arts. In addition, 30 vocational electives are offered along with a course in American Indian heritage.

Discipline Practices

Rules of conduct are contained in the school handbook. Student officers, who are represented by each dormitory, aid much in putting pressure on students who get out of line, so to speak, and are conducive to better student and school relationship.

Drinking poses some problem by the male students when they leave the campus during free periods. This problem is solved in part by social workers and student counselors along with student officers who cooperate in carrying out a continued program of better student conduct and relationships. Punishment, as such, is meted out in due proportion to the intensity of the offense, and in most cases the withdrawing of privileges is sufficient to correct most disciplinary problems. On school days students are free to leave the campus after their daily school session is completed and are required to be back on the campus at 5:30. In the evening during school days the student must sign out at the dormitory if he desires to leave the campus and must return by 8:00. A study hour between 8:00 and 9:00 is provided at all dormitories.

On Saturdays students can check out at noon with the stipulation that underclassmen return at 10:00 and seniors at midnight. On Sundays all students must return to the dormitories by 6:00.

Parents may check out students for the week-end, but are required to return them on Sunday afternoon. Extra-curricular activities, work assignments connected with the dormitory life, and work projects in the community on week-ends keep the students busy.

Extra-curricular Activities

Some of the more prominent extra-curricular activities of the school include inter-scholastic sports, arts and crafts, press club, drama and speech clubs, Indian club, band and Boy Scouts. The school is a member of the AIA and participates in basketball, baseball, football, wrestling, track and cross country with Arizona high schools of comparable enrollment. The school has an excellent band of about 100 members. This band not only plays for school functions but also performs at many community functions.

During the 1968-69 school year an Indian Marine Corps Junior R.O.T.C. unit with 151 cadets, age 14 through 19, was inaugurated. Drill and classroom work for this unit approximates about 96 hours of instruction per school year. The program includes subjects such as military history, first aid, hygiene, weaponry, map reading marksmanship, and small unit infantry tactics.

Youth Community Organizations

No youth community organizations work directly with the school. However, the students have many varied contacts with local business people and households through their work programs. Many students are placed on jobs on weekends. Approximately 650 to 700 students work on Saturdays.

Physical Appearance of School

Physically the school is attractive. Ample land space made it possible to locate buildings a reasonable distance from the outside perimeter of the campus. Ample space between buildings has been provided for planting of shrubs and lawns.

Advisory Board

No school board operates in connection with the school, due to its special situation in being located at a great distance in most cases from communities where the students reside. There is a school advisory board consisting of 12 members, one member representing each of 12 reservations. The advisory board members are elected by tribal leaders representing their reservations.

Local Indian Life

The school program includes activities that are related to local Indian life. A course on Indian heritage is available as an elective. Self-help housing models are made in the vocational program and better home management is taught in the homemaking department. Students frequently present programs for neighboring reservations, and the band and athletic activities extend to most of the reservations represented. An alumni organization meets monthly and is conducive to good home and school relationships.

Future Plans of the School

Future plans of the school are to continue as a high school and also accept seventh and eighth graders until provisions can be made to educate the seventh and eighth grades locally on the reservations.

The National Study of American Indian Education

Project OEC-0-8-080147-2805

Final Report

Community Background Reports

Series I
No.15 B

T H E O D O R E R O O S E V E L T S C H O O L

Fort Apache, Arizona

Estelle Fuchs
June, 1970

THE THEODORE ROOSEVELT SCHOOL, FORT APACHE, ARIZONA

The Theodore Roosevelt School is a Bureau of Indian Affairs boarding school serving grades 3-8, located just south of the town of Whiteriver on The Fort Apache Indian Reservation, east central Arizona. (Map 1)

The school has a colorful history, its grounds and some of its buildings dating from the establishment of Fort Ord, later renamed Fort Apache, one hundred years. This military post was established by President Grant to quell Indian uprisings and insure American military dominance in the southwest, then open to settlers. Established near friendly Apache bands, the Fort served as a base of operations against Navajo and other Apache groups.

Its mission accomplished, and Indians no longer a threat to U.S. expansion, Fort Apache was abandoned by the military and turned over to the Department of Interior in 1922, and in 1923 was converted to a day school for Indian children.

Today the grounds of Fort Apache serve in part as a memorial to the old Fort, and in part as the Theodore Roosevelt School, now a boarding school for 200 Indian pupils in grades 3-8.

Physical Plant

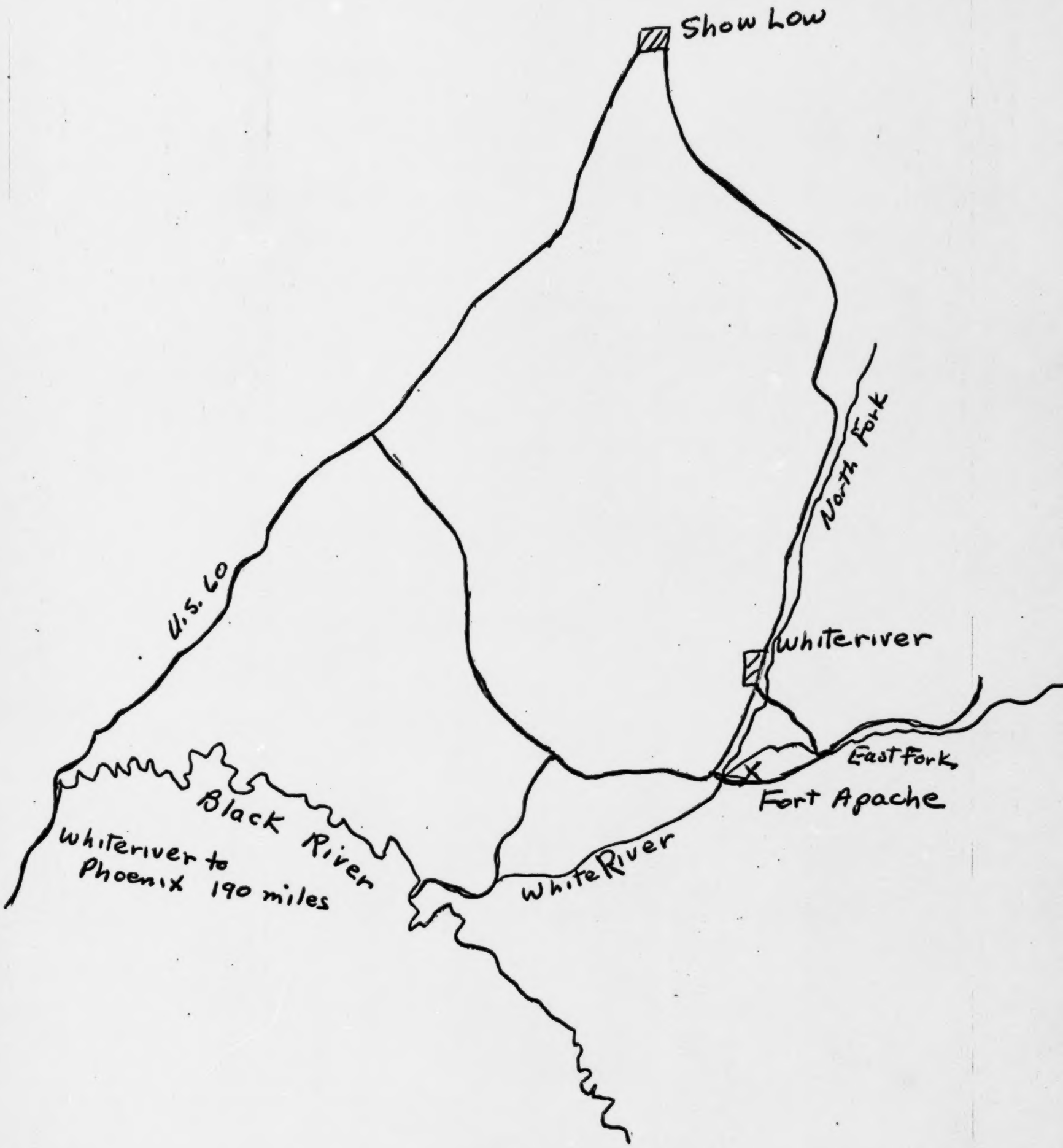
Theodore Roosevelt School is housed in a series of buildings of varying ages around the old parade grounds of Fort Apache (Figure 1). There is a classroom building, a boys' dormitory, a girls' dormitory, a cafeteria building, and staff housing.

The classroom building, a U shaped structure of stucco on a wood frame, was erected in the early 1930s. It houses 10 classrooms, one of which is used as a library; a gymnasium, also used as an auditorium; and offices. The building has a new boiler. During the last school year the interior was freshly painted. Cheerful pastel colors are used throughout the rooms and halls.

There is a two-storey boys' dormitory, built in 1932. It contains 20 sleeping rooms for groups of 4, 6, and, in one case 12 boys. There is a television room and recreation room on each floor. The toilet facilities provide for little privacy--there are no doors on toilets and no private shower stalls.

The girls' dormitory, a stone structure built in 1931, and located on the opposite end of the parade grounds from the boys' dormitory, has similar facilities, although personal privacy is provided for in toilet facilities, and the spacious entranceway to the building is conducive to socializing.

A large cafeteria building with kitchen serves meals. Teacher housing (described below) is also available.



MAP 1. Fort Apache, Arizona

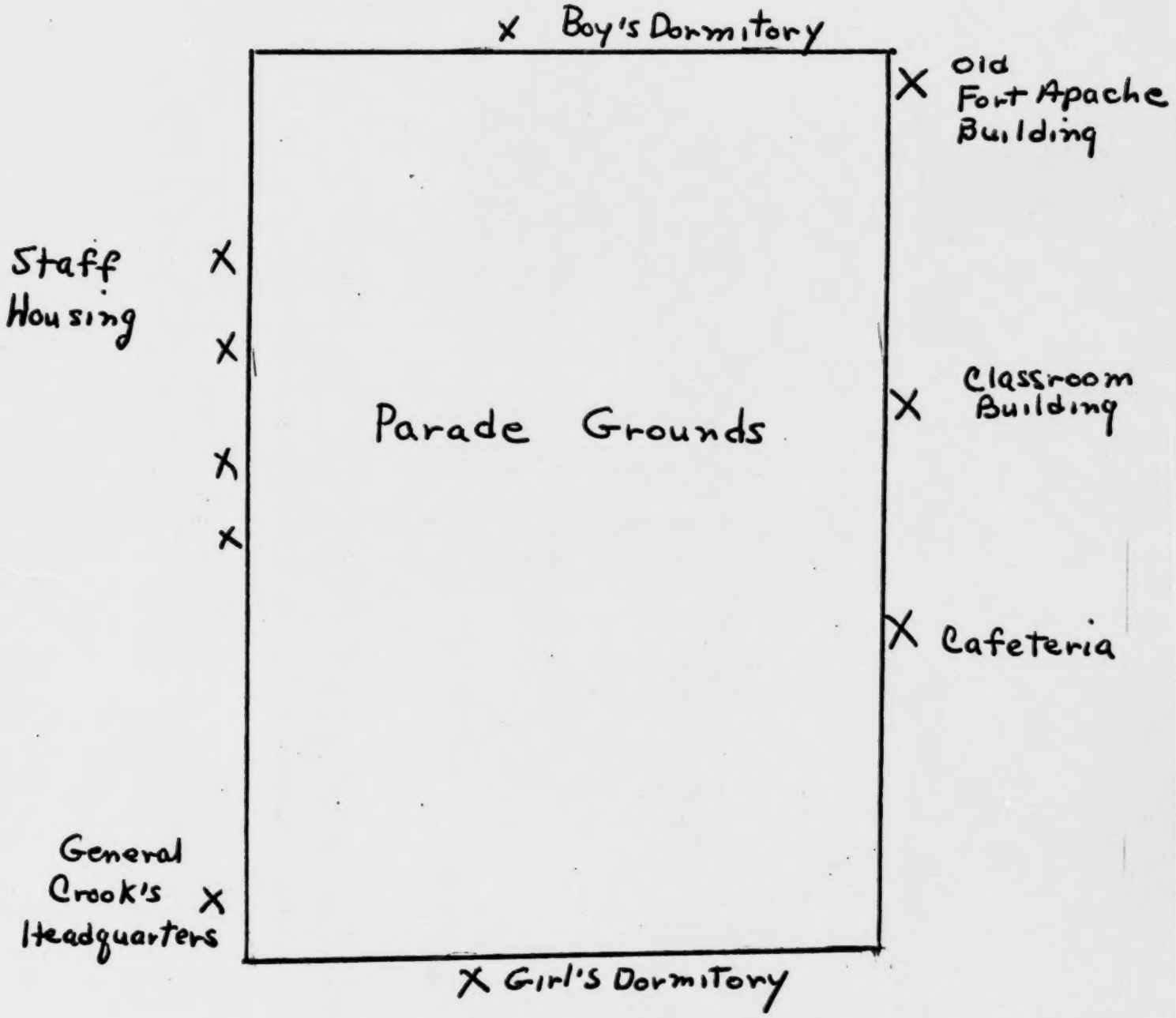


Figure 1. Theodore Roosevelt School

Although the tradition of Fort Apache as a base of operations against Indians stands as a backdrop, and the buildings do not display a chic modernity, this is, nevertheless, a spacious pleasant campus. The big, high ceilinged rooms have large windows admitting cheering sunshine and permitting those inside to view the beauties of the natural surroundings.

Administration

As a BIA boarding school, TRS is directed by the Reservation Principal, who supervises the School Principal, who in turn directs the Head of the dormitories, the Head of the cafeteria, and the Head of the school.

Although in keeping with BIA policy there is an Advisory Board, the Board is not active and the isolation of the school makes for infrequent visits to it by Board members and by parents.

Staff

In addition to the Principal and Heads of the various divisions of the school, there are 9 teachers. In 1968-69, two of the teachers were Indian; in 1969-1970, one was Indian and one Negro, the remainder Anglo. None of the Indians was Apache.

All teachers are employed by the BIA under U.S. Civil Service regulations. There is a high rate of teacher turnover. Two teachers left during the 1969-1970 school year. Most do not stay longer than a year or two. One staff member has been here six years, one other for three. One of the reasons for the high turnover rate is the limited availability of social activity for young, unmarried teachers. Presently, all the single teachers are women.

Married couples have available to them modernized, duplex apartments costing about $57 a month plus utilities. The single teachers live in apartments in an older frame building that cost them about $16 per month plus utilities. The Principal is provided with a large stone house dating from the old Fort Apache compound.

Dormitory staff includes aides who are, in the main, White Mountain Apache. Efforts are being made to hire Pima aides because of the large number of Pima children resident at the school.

Pupils

About 200 pupils from 13 tribes attend TRS. The sex ratio is about even. Almost all come from the State of Arizona, although a few have lived in California.

A wide variety of Arizona tribes are represented in the student body, with the exception that no Navajo attend. Pima, San Carlos Apache, Havasupai from the Grand Canyon, and Hualapai, and White Mountain Apache are among the tribal groups from which the pupils come. The degree of acculturation varies widely among the pupils. Some, like the Pima children, have lived near big cities such as Phoenix, and indicate greater familiarity with the non-Indian world than do those coming from more isolated, rural situations.

Although the school serves grades 3-8, there is a wide age range, extending from about 7 to 18 or 19. The youngest children are orphans who board here but attend the nearby Seven Miles School; the oldest students have generally come from isolated backgrounds, have started school late, or had irregular school attendance.

Pupils are admitted to the school for various reasons. Some are from isolated regions with no day school to serve them, some have been placed because of disorganized or troubled home situations by welfare authorities, and others have been rejected by their local schools because of behavioral or academic difficulties. Some staff members see these latter children as alert, bright pupils who had found their situations unacceptable and were then considered troublesome.

Local children are permitted to go home each weekend.

All pupils speak a native language.

Curriculum

Considerable flexibility for working within the prescribed BIA curriculum has been typical of the school recently. However, this has not always been the advantage it might appear to be. For example, textbooks selected by teachers often do not arrive for a year or two, by which time the teacher has generally left the school.

There is little Indian culture material in the curriculum. The library does have a good selection of books on American Indians but these are too advanced to be useful to the children.

Several of the teachers are markedly sensitive to the culture differences among the student body and would like to have more materials of greater interest to, and at a more appropriate level for their pupils. One of the most popular books in the library is a Pima-English dictionary which the Pima children enjoy.

Teachers view reading instruction as a primary need. There is no special language program in the school.

In 1969-1970, the grades were organized as follows: one combined 3rd and 4th grade, one 5th grade, two 6th grades, two 7th grades, two 8th grades and one combined 7th and 8th grades. The staff has developed a plan to introduce a departmental program for the 1970-1971 school year. However, a new principal is expected at the school and it is not certain whether or not he or she will accept the program.

Extra-Curricular Activities

Between 4 and 5:30 p.m. every afternoon, the pupils are allowed free time during which they play baseball, basketball, and football. There is a cheerleader group. There are no academic clubs, and no socializing with the teaching staff is permitted after school hours.

Boys and girls are restricted to separate halves of the parade grounds for play. They are also separated when movies are shown in the auditorium. Every weekend, one dance is held. Much time in the dormitories is spent on clean-up activities.

There is an annual contest to select a Campus Queen, an Easter Egg hunt, and a senior class trip. This year (1970), the seniors travelled to Phoenix for two days of sightseeing and a visit to the Phoenix Indian School, where many TRS graduates attend. There is also an annual banquet and prom.

School and Community

Although Theodore Roosevelt School is located close to Whiteriver, which in addition to the BIA offices and Public Health Service houses the offices of the White Mountain Apache Tribe, there is limited involvement of the local people in the affairs of the school. Few local children attend, having available to them several day schools, and most of the pupils at TRS are from other tribes. However, Apache leaders see the school as serving a function by providing a needed place for isolated and needy Apache children. The school also provides employment. News of school events is reported in a full and friendly fashion in the Fort Apache Scout, official newspaper of the White Mountain Apache Tribe.

In May, 1970, the Fort Apache Centennial was celebrated on the school grounds by the Tribe. The TRS sent its pupils home early to make the buildings available for the celebration.

Trends and Problems

As schooling alternatives become available to formerly isolated Indian families, TRS is increasingly receiving pupils who come from troubled home situations, or pupils with histories of problems at school.

At the same time, the school retains a rather traditional organization and orientation. The staff, while containing concerned, sensitive, and willing individuals, is not selected or trained for working within this developing context, and the school is without the special resources required to deal constructively with the diverse needs of its pupils. Staff turnover operates to mitigate continuity and makes uncertain the taking hold of new programs.

Despite criticism leveled against BIA boarding schools generally, there is likely to be continued sentiment to retain TRS. The reasons for this include the functions of the school as regards child welfare, Indian employment, and its availability as an educational center for children who have no alternatives due to isolation and dissatisfaction with or expulsion from their local schools.

The National Study of American Indian Education

Project OEC-0-8-080147-2805 Final Report

Community Background Reports

Series I

No.15 C.

C H E M A W A I N D I A N S C H O O L

Oregon

John Connelly
Ray Barnhardt

January, 1970

THE CHEMAWA INDIAN SCHOOL

The Chemawa Indian School is located at Salem, Oregon. Opened in 1880, for 18 students by Captain Wilkinson of the U.S. Army, it was characterized by the removal of children from their homes to off-reservation distances for purposes of teaching agriculture, domestic and other skills.

Two factors influence modern Chemawa School history. One has been the conceptualization by the Bureau of Indian Affairs that existing boarding school facilities be used for meeting special emergency and temporary school programs. The other has been the assumption that the public school systems of the Northwest could accommodate to the needs of Indian students. Accordingly, in the 1940s and 1950s the school was used first for the Special Navajo Program for over-aged students, and later, as that program was phased out, for the Eskimo, Aleut, and Indian students from Alaska.

However, increasing dissatisfaction with public school education in the Northwest, plus expansion of educational facilities within Alaska, have led to expressions of interest by Indians that Chemawa once more become a secondary school for Northwest students. Enrollment for the Chemawa Indian School for 1968-1969 was: Alaska--733; Navajo--86; and Northwest--14; but plans are that Northwest students will replace enrollment from other areas.

At present, Chemawa provides three instructional programs. One leads to high school graduation; a second is a modified, remedial program designed to help students with learning difficulties; and a third, carried over from the over-age Navajo program is the Pre-Vocational Program. Students in the latter program may request Adult Vocational Training, Employment Assistance Training, or job placement when qualified. All students are required to take a special Language Arts program in their first year, in which diagnosis and instruction in English are provided in a constructive and positive manner, with attention to individual needs.

The school is located at the northeast edge of the city of Salem, Oregon. (See Fig. 1.) The buildings are quite old though maintained quite well. There are no new modern buildings. There is an instructional staff of 57 teachers and administrators. Out of 34 of these people who were interviewed 4 are Indians. There is a guidance and dormitory staff of 44 persons. Out of 17 who were interviewed, 6 are Indians.

At Chemawa can be seen the interplay of forces affecting education in an off-reservation boarding school. Institutional culture, slow to change and carrying traditions from the past, and student perceptions, varying with student backgrounds, interact to affect the learning process. The school is heavily weighted with staff experienced in working within the framework of BIA insofar as educational problems and perceptions of them are concerned primarily in the instructional and administrative levels. On the other hand, the staff has limited experience in the counseling area.

Fig. 1
CHEMAWA INDIAN SCHOOL CAMPUS

Auto Shop

Voc. Shops

Bank

Gym

Dining Hall

Football Field

Brewer Hall

McNary Hall

Mitchell Hall

Residence Hall	Grade Level	
McBride	9th + 10th	Girls
Winona	11th + 12th	Girls
Mitchell	9th	Boys
Brewer	10th + 11th	Boys
McNary	12th	Boys

Acad IV

Acad II

Winona Hall

Placement

Home and Scie

McBride Hall

Railroad Underpass

Store

Acad III

Lib. Study Hall

Acad I

Aud

Adm

Employees' Club

Health Center

450 ACRES

5 MI. NORTH OF SALEM, OREGON

The Chemawa School and its staff have come through two programs (the Navajo Program and the Alaska Program) with students who have come to the school from relatively small, isolated, and relatively unsophisticated backgrounds with respect to the broader society. In the new setting of incredible diversity, the young students were viewed as children, counseled as children, supervised as children, by adults who seemingly had no notion of the adult roles played by these young people in their home communities. The behavioral orientations of institutional personnel are very often demonstrated in trivial edicts and regulations formulated upon "appearance of things" rather than the substance of things. For students from isolated, small communities confronting a new, bewildering, complex, new life experience, the school strictures may be low-level irritants and inconveniences, but they also insinuate a degree and kind of Indian inadequacy and incompetency. Students do perceive the institution's self-concern about how they appear to outsiders.

Now that the enrollment of Chemawa is shifting to receive more students from the Northwest, rather than those from Alaska, the institution will be required to make new adjustments. It is to be anticipated that the future student population will be coming predominantly from experiences of discontent and frustration with public schools and urban experiences. This will require severe changes of attitudinal and operational approaches in both instruction and guidance.

There will probably be a greater number of students who do not speak a native language but have had poor and negative experiences with language arts curriculum areas of schools. There will probably be a number of applicants from urban areas where families have suffered socioeconomic problems both in school and community life. Students may be expected to have a greater amount of experience with the larger society, much of it negative. In most instances, the earlier Navajo and Alaskan students did not encounter television until they arrived at Chemawa; Northwest students, for the most part, have had it all their lives. In many respects, students from the Northwest may be expected to have had a more realistic and intense experience in some areas of the general society than do their teachers and counselors. The school will be hard pressed in making adjustments from programs geared to rural students, to programs for students more mobile and more urban in their experiences and views.

Despite the long history of criticism leveled against boarding schools, there is prevalent in the Northwest the feeling that Indians should ". . . recapture Chemawa for the Northwest," to have it provide all that has been viewed as valuable, eliminate all that has been disturbing, and add much of what should or could have been.